DOCUMENT RESUME

ED 388 000 EC 304 355

AUTHOR Haring, Norris G., Ed.; Romer, Lyle T., Ed.
TITLE Welcoming Students Who Are Deaf-Blind into Typical Classrooms: Facilitating School Participation, Learning, and Friendships.
REPORT NO ISBN-1-55766-144-8
PUB DATE 95
NOTE 447p.
AVAILABLE FROM Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 ($35).
PUB TYPE Books (010) -- Collected Works - General (020) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Access to Education; Classroom Techniques; Communication Skills; Community Involvement; *Deaf Blind; Early Intervention; Educational Cooperation; Educational Environment; *Educational Strategies; Elementary School Students; Elementary Secondary Education; Federal Legislation; Government Role; *Inclusive Schools; Interpersonal Competence; Mainstreaming; Medical Services; Parent Attitudes; Peer Relationship; Preschool Education; *Program Development; *Regular and Special Education Relationship; Secondary School Students; Social Integration; Staff Development; Student Educational Objectives; Student Needs; Student Participation; Teacher Education; *Teaching Methods; Teamwork
IDENTIFIERS Teacher Collaboration

ABSTRACT

This collection of 18 papers focuses on the inclusion of students who are deaf-blind in regular classrooms. Papers include: (1) "Inclusion of Students Who Are Deaf-Blind: What Does the Future Hold?" (Lori Goetz); (2) "A History of Federal Support for Students with Deaf-Blindness" (R. Paul Thompson and Charles W. Freeman); (3) "Perceptions of Inclusion by Parents of Children Who Are Deaf-Blind" (Joyce Ford and Bud Fredericks); (4) "Establishing Inclusive School Communities" (Kathleen Liberty and Norris G. Haring); (5) "Teacher Preparation" (Barbara A. B. McLetchie); (6) "Developing Educational Plans To Support Valued Lifestyles" (Lyle T. Romer and Mary A. Romer); (7) "Using Social-Validity Assessments To Identify Meaningful Outcomes for Students with Deaf-Blindness" (Ilene S. Schwartz); (8) "Collaborative Teaming To Support Participation in Inclusive Education Settings" (Lyle T. Romer and Andrew R. Byrne); (9) "Adapting Environments To Support the Inclusion of Students Who Are Deaf-Blind" (Jeanne Glidden Prickett and Therese Rafalowski Welch); (10) "Functional Communication in Inclusive Settings for Students Who Are Deaf-Blind" (Kathleen Stremel and Richard Schutz); (11) "Social Relationships Among Students with Deaf-Blindness and Their Peers in Inclusive Settings" (Thomas Haring and others); (12) "Behavioral Support in Inclusive School Settings" (Felix F. Billingsley and others); (13) "Supporting the Medical and Physical Needs of Students in Inclusive Settings" (Philippa H. Campbell); (14) "Teaching Orientation and Mobility: Access, Information, and Travel" (Kathleen Gee and others); (15) "Instructional Strategies in Early Intervention Programs for Children with Deaf-Blindness" (Ilene S. Schwartz and

Bonnie McBride); (16) "Facilitating Active and Informed Learning and Participation in Inclusive School Settings" (Kathleen Gee); (17) "Joining the Community" (Robert Huven and Shepherd Siegel); and (18) "Improving Educational Outcomes for Students with Deaf-Blindness: Rethinking Current Practices" (Lyle T. Romer and Norris G. Haring). Each paper contains a reference list. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****